

Rationale: Introduction to Residential School unit

Prescribed Learning Outcome(s): Government policies put into place throughout history, have affected Aboriginal people and still shape who they are today (Residential Schools 1831-1996). Indigenous languages are still spoken, sacred songs are still sung, and rituals are still performed.

Instructional Objective(s): Students who have fully met the prescribed learning outcomes are able to:

- Describe the impact of the Indian Act on Aboriginal people (e.g., marginalization and dependency)
- Describe the impact of residential schools on Aboriginal people (e.g., destruction of lives and communities)
- Identify various Aboriginal responses to challenges (e.g., negotiations, protests, and court cases with respect to land and resource issues; demand for self-government)
- Formulate answers to questions such as the following:
- What are the challenges and benefits for Aboriginal people living on and off reserves?
- Why are Aboriginal people concerned about cultural appropriation?

Teacher Preparation:

Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Laws change Aboriginal lives. • Indian traditions are still taught to Indian children. 	<ul style="list-style-type: none"> • What does it mean to have a tradition? • How does one law change the lives of some Aboriginal families? • Do you know what your name means?

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Students will be able to...</p> <ul style="list-style-type: none"> • Retell the events in order of time during the four days before Shi-shi-etko left for school, naming the person and places they went. • Identify three things that you would miss from home, if you had to live away from home. Why you would miss them? • Tell how their parents might feel if a law said their child had to go to a school far away from home. • Create a bag of memories. What is in it and why is each thing in it special to you? • Learn what their name means (find out why their parents chose it?). 	<p>Students will know...</p> <ul style="list-style-type: none"> • Some laws keep families apart from each other while the children go to school. • Some families give children a traditional name, like Shi-shi-etko to honor their child. • All names are special and respected. • Respect traditions that are practiced by others. 	

Student activities

Performance Tasks:

1. Students and teacher will "write" a letter to Shi-shi-etko to tell her how they feel about the way she spent her four days before leaving home and how she may have felt the day she left home.
2. Students will order events in time during the four days before Shi-shi-etko left for home, naming the person(s) she spent the day with, the places they went and some sights and sounds she experienced.

Other Evidence:

Design and create a student-made classroom quilt for Shi-shi-etko to "send" to her with the letter they "write" (colored paper or fabric, possibly with family, plant and animal pictures using any geometric shape and pattern). This can be sent to the Aboriginal Education program for display.

Learn about the five senses and relate them to things in nature that were important to Shi-shi-etko and/or other familiar plant and animal life. Nature walks, study and collection of plant species, animal tracks, etc. can support this.

Invite a singer/drummer to your classroom to perform a traditional song for the class.

More Evidence:

Learning Activities: What learning experiences and instruction will enable students to achieve the desired results: This lesson on putting events in order focuses on a striking era of history for American Indians who were (and still are in some areas) required to leave home to attend residential (government boarding) schools. During the four days before Shi-shi-etko (the story character) leaves home, she gathers the honor and beauty of her family and home, both in her heart and memory as she prepares a small pouch (memory bag) which she takes with her. Sharing this moving story with young children and drawing on how they might feel to have to leave their home and family to go to school far away, will create a poignant sense of empathy both for students and staff, for American Indian children who have lived (and continue currently) to endure this loss.

The teaching focus is on empathy for the story character and the joy she found each day – even with the challenge of having to leave her home and family. This lesson is part of one of the major federal policy periods – The Boarding School Period, from 1879 to present (the historical information is support for the teacher).

Resources

Campbell, Nicola I. (Interior Salish, Canadian Cree, Métis). Shi-shi-etko. Illustrated by Kim LaFave. Berkely, Calif: Groundwood Books, 2005. 28 pp. ISBN: 0-88899-659-4